

Factors Influencing Organizational Commitment: Case in Senior High School Teachers West Sumatera-Indonesia

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Abstract

This study aimed to exam determinant factors of organizational commitment. These factors included perceived organizational support, psychological empowerment, and participative leadership. The current study proposed that these three variables as direct antecedents of organizational commitment. Antecedents of organizational commitment have been explored in various behavioral studies. Nevertheless still rare research in the context educational institution. the majority of these studies focus on business organization as the research context. This study predicts organizational support, psychological empowerment, and participative leadership have positive impact on organizational commitment. Data collection was conducted through questionnaires, and the construct used were adopted from prior research. The data were drawn from senior high school teachers who work for either state or private schools in West Sumatera Province, Indonesia, with 143 respondents. The results of the regression analysis supported that perceived organizational support, psychological empowerment, and participative leadership.

Implication, limitation, and suggestion for future research are discussed.

Keywords: perceived organizational psychological empowerment, participative leadership, organizational commitment.

I. INTRODUCTION

Organizational commitment has been crucial issues for any organizations. Organizational commitment reflects a psychological state that binds the individual to organization (Allen & Meyer 1990). The psychological state can be described as employee's relationship with organization and it relates with decision to continue or discontinue membership in the organization (Meyer, Allen, Smith, 1993). A committed employee is more likely to believe in the object's values and goals, desire to be affiliated with the object, and exert effort beyond minimal expectations for the object (Firestone & Pennell, 1993). Lamber, Hogan and Jiang, (2008) suggested that organizational commitment as a significant factor in the success of organizations. Organizational commitment concerns in employee's attachment within organization in achieving goals by demonstrating their involvement to the organization. Investigation of organizational commitment and its determinant has been attention by organizational behavior researchers. Most research were conducted in the context business organization and health industry. In other words, there is very few research conducted in educational institutions, for example senior high school teachers. Fink (1992) also noted that developing the leadership literatures demonstrated that teacher commitment has been gradually recognized as the most effective route to school success. The current research concerns in teachers organizational commitment due to several reasons. First, organizational commitment is an internal force coming from teachers themselves which is crucial for the nature of work in education institution. The nature of work with greater responsibility, variety, and challenge demands teachers with high level organizational commitment. Second, it is an external force coming from government to meet accreditation standard which depends on teachers' commitment of each school.

Understanding the orientation of an individuals' commitment is essential to support teacher's profession. Tsui & Cheng, (1999) claimed that teacher's commitment is a critical predictor of job performance and the quality of education. Fostering organizational commitment among the teachers is important. Teachers with high level of commitment will stay longer within organization, perform better, miss less work, and engage in organizational citizenship behaviors. Antecedents of organizational commitment have been investigated in various contexts of organizations. These antecedents included perceived organizational support (POS) (Rhoades, Eisenberger, & Armeli 2001), psychological empowerment (Jha 2010), and participative leadership style (Northouse 2013). Although there is many others antecedent of organizational commitment in organizational setting, the recent study limits the discussion on all three independent variables above mentioned. Rhoades, Eisenberger, & Armeli (2001) argued that perceived organizational support (POS) was a potent variable that could contribute to organizational commitment. Employees, who demonstrate a high commitment, will have sense of obligation to care and help to achieve the organizational goals. It might improve organizational performance, decrease in level of stress, absenteeism and turnover (Krishnan and Mary, 2012). POS develops by meeting employee's socio emotional needs and showing readiness to reward employee's extra efforts (Rhoades and Eisenberger, 2002).

The other factor might influence organizational commitment is psychological empowerment. Jha (2010) argued that psychological empowerment is a type of empowerment, and it can predict satisfaction, commitment and performance of employees. Psychological empowerment defined as intrinsic task motivation of an individual reflecting a sense of active orientation to work's role and sense of control in relation to one's work (Thomas and Velthouse 1990). By creating empowerment psychologically to employees, it can create innovative ideas of employees and lead to motivated to achieve organizational goals (Malik et al. 2013).

The successful of organization in achieving its objectives cannot be separated from the ability of its leaders to manage resources within by the organization. Therefore, the role of leadership is crucial to determine organizational performance. Participative leadership is a leader who delegates authority to others, encourages participation, relies on subordinate's knowledge for completion tasks, and depends on subordinate respect for influence (Richard, 2005). This leader will encourage the employee's commitment by giving organizational and managerial values to the employees (Dolatbadi and Sefa, 2011). The purpose of this study is to examine the impact of perceived organizational support, psychological empowerment and participative leadership on organizational commitment of senior high school teachers. All of these variables are regarded as important for improving performance in educational institution.

II. LITERATURE REVIEW

Organizational Commitment

Organizational commitment has been conceptualized as a psychological state or mindset that binds individuals to a course of action relevant to one or more targets, and willingness to persist in a course of action (Allen and Meyer, 1990). Organizational commitment can be understood as strong predictor of intention to leave organization (Nazari and Emami, 2012; Allen and Meyer, 1990). Commitment represents an active relationship with the organization such as the individuals are willing to do something in order to participate to the organization's well-being (Moyday, Porter and Steers, 1979). There are three factors that related to organizational commitment: (1) a strong belief in acceptance of the organization's goals and values; (2) a willingness to exert considerable effort on behalf of the organization and; (3) a strong desire to maintain membership in the organization. Allen and Meyer (1990) described that organizational commitment can be viewed from three components; affective commitment, continuance commitment and normative commitment. Affective commitment as an individual attachment emotionally

to the organization and it relates to strongly committed individual identifies with, involvement in, and enjoying membership in the organization (Allen and Meyer 1990).

Affective commitment also defined as the commitment in which the employees feel the values, objectives and aims of their organization (Yilmaz and Cokluk, 2008). Jaros (2007) argued that affective commitment reflects commitment based on emotional feelings of employees because of positive work experiences. Employees whose experiences within the organization are consistent with their expectations and satisfy their basic needs, then it will lead to develop a stronger affective attachment to the organization (Meyer, Allen & Smith, 1993). Continuance component refers to commitment based on the costs that employee associates with leaving the organization (Lok and Crawford, 2001). Meyer, Allen and Smith (1993) argued continuance commitment related with reason of employees to stay within the organization because they are aware of the need, risks, sacrifices and low options associated with leaving. This commitment also known as employee's investment into their organization, employee will have commitment to the organization because they argue they spend much time and effort to their organization, so it is a must for them to remain as employees in their organization (Yilmaz and Cokluk, 2008). Normative commitment refers to employee's perception of their obligation to their organization (Srivastava 2013). This kind of commitment reflects the strength of a person's desire to continue working for an organization because they feel obligation from others to remain there (Sood, Bakhshi, Sharma, 2012). Employees with a high level of normative commitment feel they do not want to remain with the organization (Allen and Mayer, 1990).

Perceived Organizational Support (POS)

Perceived organizational support (POS) defined as creating feelings of employee obligation to repay the organization through work-related behaviors that support organizational goals (Eisenberger et al. 1986). POS reflects a dimensional measure of the general belief held by an employee that the organization is committed to him or her, values his or her continued membership, and is generally concerned about the employee's well-being (Celik and Findik, 2012). Employees who perceive a high level of organizational support, they will lead to several positive implications within the organization such as it can lead to increase level of organizational commitment, job satisfaction and reduced turnover rates (Luxmi and Yadav 2011).

Rhoades & Eisenberger (2002, p. 698) noted that there are three important points of perceived organizational support. "Perceived organizational support should produce a felt obligation to care about the organization's welfare and to help the organization reach its objectives, POS should fulfill socio-emotional needs, leading workers to incorporate organizational membership and role status into their social identity, and last POS should strengthen employee's beliefs that the organization recognizes and rewards increased performance (i.e., performance-reward expectancies)".

Psychological Empowerment

Empowerment become one of the most widely topics discussed in organizational behavior field (Alkahtani et.al, 2011). Empowerment can be viewed as the motivational concept of self-efficacy. Self efficacy reflects about "beliefs influence how people think, feel, motivate themselves, act (Conger and Kanungo 1988). It concerns in the perception or judgment of being able to accomplish a specific goal" (Zulkosky, 2009, p. 93). In addition, the psychological approach to empowerment will not be focused on managerial practice, but it will be focused on intrinsic motivation of an individual used to increase the power owned by the employees within the organization (Ghani, Shah & Jusoff, 2009). Likewise, psychological empowerment represents "people's belief that they have resources, energy, and competence to accomplish important goals" (Narayan, 2003, p.125).

Psychological empowerment is important in developing the ability of an individual to work with confidence (Oladipo, 2009), because it can increase an individual ability to understand the organization

based on self-esteem, commitment and satisfaction (Jha, 2011). Psychological empowerment has positive influence to the employees. Oladipo (2009) explained that if employees get empowered psychologically, then it can impact to the change of attitude, behavior and cognition, which in turn will lead to a positive change within organization

Psychological empowerment refers to 'intrinsic task motivation manifested in a set of four cognitions reflecting an individual's orientation to his or her work role: competence, impact, meaning, and self-determination' (Spreitzer 1995, 1443). First, the *meaning* refers to mechanism through which individuals become energized about work, playing a role as the engine of empowerment (Spreitzer, Kizilos, and Nason 1997). Second, competence is a sense of confidence in their abilities. Without competence, individuals will feel inadequate. Likewise, they will lack a sense of empowerment (Conger and Kanungo 1988). Third, self-determination reflects the extent of autonomy or freedom that is indispensable for a sense of empowerment (Wagner 1995). Lastly, impact refers to a belief that their actions are influencing the system (Thomas and Velthouse 1990). All four those dimensions reflect a construct of psychological empowerment.

Participative Leadership

The role of leader to achieve organizational goals can be separated from leadership styles. Participative leadership aims to increase the participation of followers by providing them with greater discretion, attention, influence, support, information, and other resources; and to share the issue of problem solving with followers by consulting them before making a decision (Bass, 1990; Nystrom, 1990). Participative leadership is leader who retains the right to allow the input from the others (Atkinson, 2013) and invite subordinates to involve in the decision making (Northouse, 2013). Pride, Hughes and Kapoor (2012) stated that by implementing participative leadership, it will make all workers involve in identifying the essential goals, decide and develops strategies to achieve that goals. Other terms commonly used to refer to aspects of participative leadership include consultation, joint decision making, power sharing, decentralization, empowerment, and democratic management. Participative leadership can be regarded as a distinct type of behavior, although it may be used in conjunction with specific task and relations behaviors (Likier 1967; Yukl 1971).

Perceived Organizational Support (POS) and Organizational Commitment

Several studies were conducted to investigate about the relationship between perceived organizational support and organizational commitment. Dawley, Andrus, and Buklew (2008) found that perceived organizational support is powerful predictor variable of organizational commitment. The research conducted by Yahya, Mansor and Warokka (2012) found that perceived organizational support had a strong predicting in determining the organizational commitment of academic expatriate. It implied that expatriate who perceived organizational support that they are getting support from university. It would influence their commitment because they able to relate the vision and mission of university. Therefore, they would feel as part of university. Then, expatriate would reciprocate with actions of commitment and high job performance as repayment for the university when they are getting the support and caring for their well-being from university. Perceived organizational support will create a desire to repay benefits offered by organization (related to affective commitment), a feeling of obligation to organization (related to normative commitment) and the cost of leaving organization (related to continuance commitment) (Beheshtifar & Heart 2013).

Research has shown that such commitment is facilitated by the positive work experiences provided by the organization (Meyer et al., 2002). Commitment indicates an emotional bond between the employee and the organization that is based on identification with the organization's goals and values. Perceptions of support tend to be collectively shared by employees within the same unit. These perceptions are often included as an element of a climate that contributes to strengthen employees'

emotional attachment. Aside from its function as a catalyst of social exchange processes, POS may also “serve as a socio-emotional resource for employees” (Armeli, Eisenberger, Fasolo, & Lynch, 1998, p. 289). POS thus “provides resources that enable workers to accomplish work objectives” (Hochwarter, Witt, Treadway, & Ferris, 2006, p. 483).

H1: There is positive impact of perceived organizational support on organizational commitment.

Psychological Empowerment and Organizational Commitment

The relationships between psychological empowerment and organizational commitment have been explored in previous studies. Empower managers view themselves as competent and able to influence their jobs and work environments in meaningful ways. They are likely to proactively to execute job responsibilities, for instance, anticipating problem and acting independently (Spreitzer 1995). It is due to those managers believe that they are autonomous and have impact on the organization. They are likely to be innovative in their work and expect to be success. Managers with a high level of autonomy will demonstrate a high responsibility to accomplish organizational goals. Thus, they will show a high level commitment to organization.

Autonomy and responsibility as empowering condition make employees appreciate what they have. In turn, such appreciation results in feelings of meaning, competence, self-determination, and impact (Liden, Wayne, and Sparrow 2000). Therefore, the employees are likely to reciprocate by being more committed to an organization (Avolio et al. 2004).

A research conducted by Jha (2011) in Indian IT industry found that there is positive relationship between psychological empowerment and organizational commitment. The data is collected through structured questionnaire to 500 employees who working in chosen Indian software industry. This researcher states that it will be worth for the organization related with this topic because it can help organization to study the health of an organization. The organization can understand the strength of their employee by studying how much the organization can empowered psychologically. A sense of empowerment influences individual behavior such as make employees feel committed (Bhatnagar, 2005).

H2: There is positive impact of psychological empowerment on organizational commitment

Participative leadership and Organizational Commitment

The research conducted in Western context supported that participative leadership has been regarded as a way of securing commitment of employees to organizations (e.g. Lashley, 2000 and Quinn & Spreitzer, 1997). Most findings also showed that while participative leadership behavior tended to make short-tenure employees feel competent and thus, more committed to an organization. Studies conducted in both Western and Chinese contexts showed that, when compared with employees who have worked for a company for a long time, newcomers are more receptive to participative style of leadership. The new employees may have greater desires for intrinsically motivating tasks and the experiences of self-control in the workplace (Wright & Bonett, 2002). Futher, Ashforth & Saks (2000) supported that new work environment could cause them to be more optimistic and enthusiastic. The study conducted by Miao, *et.al* (1993) showed that participative leadership generates organizational commitment in Chinese public sector. The finding supported that there is a significant relationship between participative leadership and organizational commitment of Chinese public sector employees. It can be argued that employee in public sector are susceptible to participative leadership practices. Therefore, the hypothesis can be advanced:

H3: There is significant impact of participative leadership on organizational commitment.

III. RESEARCH METHODOLOGY

Data were obtained from teachers who work for public high school in Padang, West Sumatera. Four schools agreed to participate in the study. The current study utilizes a purposive sampling method for collecting the data. The criteria used in this study were: (1) the teachers registered as full time job, (2) they passed certification assessment, (3) the teachers also have a length of service for not less than one year. Prior to the completion of the survey, the respondents were assured that their anonymity and the confidentiality of the data would be respected. Out of 200 questionnaires, 143 were returned, a response rate of about 71.5%.

Measurement

Measurement variable of perceived organizational support, psychological empowerment, and participative leadership were adopted and developed on the basis of established existing variables from previous studies. All variables were measured with 5-point Likert type scaled. Perceived organizational support was measured by instrument developed by Einsberger, *et.al* (1986) which consists of 12-items (scored from 1=strongly disagree to 5= strongly agree). Participative leadership scale consisting of five items were also adopted from Nothouse (2013). Then, organizational commitment scale was measured by three dimensions which consists of 15 items. The items were developed by Meyer, Allen, and Smith (1993). Data analysis was conducted by using regression. A SPSS program was utilized to run data from questionnaires.

The data will be analyzed using Statistical Package for the Social Sciences (SPSS) 16 program for windows. SPSS is needed to analyze the respondent characteristic in represent the frequencies, percentage of respondent data and beside that this tools also used to determine the validity, reliability. Correlation analysis was also used to see how strong the relationship between dependent variable and independent variable. Additionally, validity and reliability testing was also included.

IV. RESULTS

164 questionnaires have been distributed to the teachers in four senior high schools in Padang. From 164 questionnaires, only 143 questionnaires can be process from filled questionnaire to the next step. Others 21 questionnaires cannot be used due to incomplete responses from the respondents. The majority of respondents were from age group of >50 years old ($n= 53$ teachers and percentage is 37.1%), the higher percentage of respondents' is female ($n= 93$ teachers and percentage is 65 %), majority of marital status is married ($n= 135$ teachers and percentage is 94.4%), bachelor is the higher percentage of respondents' educational background ($n= 129$ teachers and percentage is 90.2%), the employment period is the range of 11 – 20 years ($n=36$ teachers and percentage is 25.2%), and belonged to permanent employees ($n=119$ teachers and percentage, that is 83.2%).

The value of F count is 19.873 with significance 0.000. If the significant value that used in this research ($\alpha=0.05$) then it proves that the significant value is less significant level that used ($0.000<0.05$). It means that there is significant impact of perceived organizational support (POS), psychological empowerment (PE) and participative leadership (PL) on organizational commitment (OC). Therefore all three hypotheses are supported.

H1 is accepted because significant level of perceived organizational support variable is smaller than 0.05 ($0.000<0.05$). So, perceived organizational support has significant impact on organizational commitment of senior high schools teachers. H2 is accepted because significant level of psychological empowerment variable is smaller than 0.05 ($0.000<0.05$). So, psychological empowerment has significant impact on organizational commitment of senior high schools teachers. Then, H3 is accepted because significant level of participative leadership variable is smaller than 0.05 ($0.011<0.05$). It means that participative leadership has significant impact on organizational commitment of senior high schools teachers.

V. DISCUSSION

The Impact of Perceived Organizational Support on Organizational Commitment

The result of hypothesis test shows that perceived organizational support has significantly impact on the organizational commitment of senior high school teachers. The result of this research is strengthening the previous study conducted by Aube, Rousseau and Morin (2007). The study was conducted at Canadian Prison in a rural area. The purpose of study is to understand the relationship between perceived organizational support (POS) and organizational commitment. The researcher explained that, perceived organizational support leads to commitment by leading the employees to have sense of pride and belonging to the organization. Then it can lead to commitment because if employees get support from the organization, so they will have moral obligation to keep working for the organization.

Organizational commitment is the strength of an individual's involvement, identification and motivation in a particular organization (Moyday et al. 1982). The concepts of perceived organizational support come from organizational support theory that explains about the employee's emotional commitment to the organization. Perceived organizational support refers the degree to which employees perceive their employer to be concerned with their well-being and to value the employee's contribution to the organization. By having support from the employer, so the employees will demonstrate their commitment (Eisenberger, et al., 1986). Rhoades and Eisenberger (2002) also stated that organizational support has significant effect on organizational commitment.

The result of this research also supports the previous studies by Beheshtifar and Herat (2013). The researcher argued that commitment is one of the important consequences of perceived organizational support. The employees with high level of perceived organizational support will have impact on positive job attitudes and organizational behavior. Then, it also impact on commitment because when employees feel get support from the organization, so they will help to achieve the organizational goals. In addition, Krishnan and Mary (2012) found that perceived organizational support can be explained as organization action that reflects about organization's sense of care and concern for employee has impact to enhance organizational commitment.

Even though just a few research about organizational commitment and perceived organizational commitment in educational institution, but the study that observed by Rahaman indicated that if level of perceived organizational support increase so organizational commitment also will increase. This study conducted among school teachers in Bangladesh. This researcher found that perceived organizational support had highly correlated with organizational commitment. The school teachers are likely to be committed to their school if they are satisfied with their job or activity in that school and they will be supported by authority from the school they work for.

The Impact of Psychological Empowerment on Organizational Commitment

The result of hypothesis test shows that psychological empowerment has significantly impact on organizational commitment of senior high school teachers. The result of this research is strengthening the previous study conducted by Bhatnagar (2005). This researcher explained that psychological empowerment becomes a predictor of organizational commitment in Indian managers. The study explained that if level of level of psychological empowerment of employees of banking sector is high, so the level of organizational commitment is high too.

The result of this research also supports the previous studies by Malik, *et.al* (2013). The aim of this research is to investigate about the potency to increase organizational commitment by implementing psychological empowerment. If the employees find the task is meaningful, have authority in making decision, have enough competence and qualified talent to do the job, so it will make their organizational commitment is enhanced (Malik, *et.al*, 2013).

This statement also strengthen by study that conducted by Dee, Henkin and Duemer (2003) examined about how the empowerment can affect the teacher's commitment to their school. This researcher found

that empowerment had a positive and significant to organizational commitment. The teachers that get empowered from their school will lead to have strong affective commitment to their school. Then, this researcher also stated that to reduce the level of teacher turnover and to enhance the teacher' commitment to school can be achieved by empowerment within the school. As addition, empowerment can create and increase a sense of professionalism as a teacher, make the better quality of work life in school (Bolin, 1989) and it relate with organizational benefits such as it can increase performance of the student (Short, 1992; cited in Dee, Henkin and Duemer, 2003).

By implementing psychological empowerment in school, it can relate with work environments within that school. as cited in Dee, Henkin and Duemer (2003) explained that school can strengthen the organizational commitment by give chance of teachers to make decisions based on their specialized knowledge and give trust to the teacher to "do the right thing" as good stewards (as cited in Davis and Henkin, 1993).

The Impact of Participative Leadership on Organizational Commitment

Participative leadership is the leader that working actively with individuals and group and this leader will seeks the input of decision and advice from the employees. A participative leader allows the employees to solicit their opinions. Then this leader will consult concerning about work related matters with subordinates and frequently attempts to use subordinate's ideas in making decision (Bocar and Pasok, 2011). There are several leadership styles that can impact on employee's commitment but recent studies mainly concern about participative leadership.

The result of hypothesis test shows that participative leadership has significantly impact on to organizational commitment of senior high school teachers. The result of this research is strengthening the previous study conducted by Huang, Shi, Zhang, & Cheung (2006). The researcher found that participative leadership behaviour was positively related to the organizational commitment for employees who join the state-owned enterprises. For addition, Atkinson (2013) argued that participative leader will encourage contribution and participation from the group members and help group members feel relevant and more committed to the decision making process. By implementing participative leadership, it will encourage staff commitment and cooperation and strengthens the collective identity.

Actually, just a few studies about participative leadership and organizational commitment in educational institutions. Somech (2005) also did a research about this topic in the school. Based on the result, he said that participative leadership will involve teacher in decision making process and influence on it. Teacher participation can lead to involvement and commitment because it will create teacher's willingness to carry out it and make teacher have greater trust from the school. The results of this study suggest that if principal of school adopt participative leadership style, so they can get a better employee commitment to organization.

VI. CONCLUSION, IMPLICATIONS AND LIMITATIONS

The current research investigated the impact of perceived organizational support, psychological empowerment and participative leadership on organizational commitment of senior high schools teachers. Results conclude that there is significant impact of perceived organizational support on organizational commitment of senior high school teachers The higher level of support from their organizational or school in doing the job, so it will enhance the higher commitment of teacher that work in that school. Also, if employees have sense of care and pride to their school, it will make teachers will have desire to keep working in that school. The findings also supported that psychological empowerment has significantly impact on organizational commitment of senior high school teachers. It can be concluded that the higher level of empowerment psychologically from their organizational or school in doing the job, the higher commitment of teacher that work in that school. If teacher have interest with their job and have good

capability in deliver knowledge to the student, it will make teacher to keep sustain in their school. The results also supported that participative leadership style has significant effect on organizational commitment of senior high school teachers. It can be said that the ability of leader to properly implement participative leadership in implementing job functions has impact to increase the organizational commitment. This leader will involve teacher in determining decision process. If teacher feel get trust from their leader and school, it can make teacher have willingness to do all the jobs and it can impact quality of education.

Research has several implications to improve understanding about organizational commitment. Building sense of care about the value and goals of teacher can make teacher keep demonstrating teachers' commitment to their school. As we know values and goals are the principal of every individual's belief about life. Then, it can lead to individual behavior and can be influence by environment. Therefore, these schools can improve the commitment of their teacher by giving more attention and support to the teacher in doing their job. Then help teacher if they have some problem during their teaching activities.

Teachers who have sense of meaningful of their job and have belief in his or her capability to perform activities with their skill will make teacher can have good performance. Therefore, senior high schools in Padang can enhance their teacher's commitment to school by keep support the teacher in performing their job and build sense of confidence to perform well in the school. One of reason why teacher can commit with their school is the leader regularly to do consultation with teacher and consider about teacher's opinion and suggestion. Therefore, senior high school in Padang can enhance their teacher's commitment by encourage the participation of teachers in making decision and will allow the input of ideas and suggestion from the teachers.

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